

A FOLLOW-UP SURVEY OF A RANDOM SAMPLING OF THE
1962-64 GRADUATES OF BOZEMAN SENIOR HIGH SCHOOL

by

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ABSTRACT

In order to provide educational experiences which will help the high school graduate in his future endeavors, secondary school educators are continually trying to provide improved and beneficial curriculums which will contribute to the graduates' post-high school pursuits. One method of assisting in the evaluation of a curriculum is to conduct a follow-up survey of the graduates' occupational and educational ventures.

Most of the studies which were reviewed emphasized the importance of conducting periodic follow-up studies and, as a result, curriculum evaluations. Some of the researchers believed that the schools which they studied should provide improved vocational and educational guidance services, a variety of extracurricular activities, and balanced curriculums. In addition, the research pointed out that a large percentage of the high school graduates did not graduate from college.

Because of a lack of information regarding the occupational selections and educational accomplishments of the graduates of Bozeman Senior High School, this follow-up survey was conducted to determine the dispositions of one-third of the 1962-64 graduates in these areas. A questionnaire was designed as the surveying instrument, and the writer obtained an 81 percent completion. The results of the survey were tabulated to indicate the number and percentage of graduates in each of the areas investigated.

The study revealed that a high majority of graduates continued their education after high school and that a vast majority of these enrolled in college. Of those enrolling in college, nearly 43 percent had graduated and approximately 40 percent had dropped out. Furthermore, it was found that approximately 78 percent of the girl graduates had married. In addition, the study revealed that over half of the graduates were employed in occupational areas which did not, for the most part, require college degrees in order to enter those areas. Lastly, the study indicated that approximately 56 percent of the sample graduates had not graduated from college.

From the results of the survey, the author concluded that the Guidance Department at Bozeman Senior High School should evaluate their vocational and educational guidance services; that follow-up studies of the girl graduates should be made to determine if their educational experiences in high school were beneficial in meeting the ever changing demands of being responsible and competent housewives; that continued efforts should be made at this school to insure that the curriculum is designed to emphasize both college preparatory courses and vocational courses; and that further follow-up studies be conducted of the same sample.

CHAPTER I

INTRODUCTION

In order for high schools to realistically determine the consequences of their educational programs, they should conduct follow-up studies of their graduates. Such studies would aid in determining how effective the secondary educational process was in helping the graduates meet the demands of their post-high school pursuits. One must keep in mind that follow-up investigations are not conducted to uncover any unfavorable truths regarding the educational programs employed in the schools. Rather, they are performed to determine and justify if any changes in the educational program need to be made.

A justification for such studies was pointed out by Weaver and Bear when they said, "Business and industrial firms are continually studying their products to determine how well those products meet demands. Schools too are coming to recognize the need to study their products - former students - in an effort to better prepare present and future students to meet the demands with which they will be confronted after they have completed their formal education." (17:69)

Considering the rapid and vast changes which have occurred and which will apparently continue to occur in American society, it is imperative that systematic and periodic follow-up studies be conducted to determine if schools are actually meeting the needs of its graduates. The information that is obtained from these studies should be used to

evaluate the school's curriculum. Krueger and Langan ascertain that if this is not done, "high school curricular practices may become quickly outmoded and without purpose or value to the graduate." (9:483)

Statement of Problem

Records regarding the number of Bozeman Senior High School graduates who seek advanced training beyond high school have been kept for many years. For example, since the graduated class of 1960 and through the graduated class of 1967, an average of 76.9 percent of these graduates continued their education in September of the year that they graduated. Of this amount, approximately 93 percent enrolled in colleges and universities, and the remaining 7 percent entered trade and vocational schools. The problem was, however, to obtain more complete and current information concerning some of the graduates of Bozeman Senior High School so that realistic curriculum evaluations can be made as a result of this study.

Purpose

The purpose of this study was twofold. First, the investigation was designed to determine the current occupations of one-third of each of the 1962, 1963, and 1964 graduates of Bozeman Senior High School. Secondly, the study was planned to reveal the extent and type of education and training, if any, that these graduates received after completing high school.

Procedure

A questionnaire was used to survey one-third of the 1962 through 1964 graduates of Bozeman Senior High School. Rather than mailing the surveying instrument, the writer telephoned the parents of the sample graduates and had either the parent or the graduate answer the questionnaire during the conversation. After completing the survey, the results were tabulated to indicate the number and percentage of graduates in each of the categories in question.

Delimitations

This follow-up study was limited to randomly selected Bozeman Senior High School graduates who comprised one-third of the graduated classes of 1962, 1963, and 1964. Furthermore, this study was limited to a review of the related literature at Montana State University's library.

Definition of Terms

College Training: College training is defined as the actual number of years completed in degree granting institutions. In order to complete one year of college training, an individual must have completed two semesters or three quarters at the institution.

Vocational Training: This term refers to the actual number of months completed at diploma or certificate issuing schools to include business colleges, vocational and trade schools, beauty schools, and so forth.

Advanced Formalized Training: Advanced formalized training includes both college training and vocational training which was taken after graduating from high school.

Sample Graduates: This term refers to the surveyed graduates who responded to the questionnaire.

Summary

Since the curriculum at any educational institution should serve the needs of its students, follow-up studies of its graduates should be conducted periodically to determine their actual needs. Determining these needs, however, can be a difficult task. It is the opinion of the writer that one sound way of determining some of their needs is by assessing the types of occupations that the graduates pursue and by assessing the type and amount of their post-high school training. This study was designed for that purpose.

CHAPTER II

REVIEW OF RELATED RESEARCH

The review of related research comprises primarily four areas which are as follows: (1) a general philosophy of education which is applicable to this study, (2) the importance of follow-up studies, (3) the high school follow-up studies which obtained factual information and opinions from their graduates, and (4) the high school follow-up studies which solicited just factual information from their graduates. In the opinion of the writer the first two areas mentioned will provide a meaningful framework for the purpose of doing this study. The last two areas which are directly related to this investigation will be reviewed to determine the purposes, procedures, and results of comparable studies.

General Philosophy of Education

One of the fundamental constructs upon which the American public school system is founded is that there should be equal educational opportunities for all elementary and secondary school children. Providing genuine educational opportunity has been a problem which has perplexed educators for some time, and whether or not complete equality is possible is rather doubtful. Omer C. Aderhold points out that "we will probably never achieve genuine equality of educational opportunity any more than we can achieve complete equality in other aspects of life. Intelligent

efforts toward such a goal must come from a careful look and evaluation of the past, an analysis of the present, and a projection into the future." (1:86) On the other hand, providing "equal" educational opportunities is and should be a goal of all public school systems.

Educational opportunities cover a broad spectrum and one of the more important aspects of this spectrum is the individual school curriculum in each local situation. In talking about the advantages of the comprehensive school, Draper stated, "Students need a multipurpose curriculum which includes general academic learning, personal development, guidance, and vocational preparation..." (3:119) One of the disadvantages of not providing the latter type of training was pointed out by Conant after he completed his studies regarding the comprehensiveness of American secondary schools. In regard to inadequate vocational education he said, "a certain type of boy was far more inclined to be either a dropout or a listless student than in a widely comprehensive high school." (2:31) In addition, the National Association of Secondary School Principals' Committee on Orientation formulated the following statement in regard to curriculum organization on the high school level: "Secondary education should provide a curriculum of differentiated offering in order to meet the diverse interests and capacities of the students." (6:23)

In addition to considering the interests and capacities of students, high school curriculum committees should also consider the student's specific needs. In 1938 the National Association of Secondary School Principals formulated, in regard to the needs of youth, ten basic and still applicable considerations. These basic needs are to:

1. develop saleable skills
2. develop and maintain good health and physical fitness
3. understand the rights and duties of the citizens of a democratic society
4. understand the significance of the family for the individual and society
5. know how to purchase and use goods and services intelligently
6. understand the influence of science on human life
7. learn an appreciation of literature, art, music, and nature
8. be able to use their leisure time well and to budget it wisely
9. develop respect for other persons
10. grow in their ability to think rationally (11:9)

Importance of Follow-Up Studies

In addition to the ten general and fundamental needs just stated, what specific needs do high school students have? Such needs are difficult to ascertain; however, it is the opinion of the writer that one effective way of determining some of their needs is by conducting follow-up studies of high school graduates to determine what they do after graduation. Whatever post high school education or vocation they pursue indicates to some extent a need that they have. If their high school curriculum is going to be useful to them, then that curriculum should provide a foundation of meaningful experiences which will aid them in satisfying their later needs. Krueger stated that, "the practical

worth of the curriculum of the high school can best be evaluated in terms of its usefulness to the graduates." (9:4) As a result, a continuous and systematic evaluation of the graduates of a school has a definite part in the educational scheme. The data obtained from many such investigations can and should be used for continuous curricular evaluations. Regarding follow-up studies, the NEA Research Bulletin pointed out in 1962 the following: "Private industries that do not constantly appraise and improve their products will not remain in business long. Does this offer a lesson to high schools? Obviously there is a difference in the function and products of schools and of factories. Nevertheless, this difference does not lessen the need for an adequate program of graduate evaluation." (16:42)

Opinion and Factual Information Follow-Up Studies

By analyzing the returned questionnaires from former students of Hamilton High School, Johnson in his study of graduates attempted to determine if the curriculum at that school needed evaluation. The questionnaire sought to obtain facts regarding the present status of the graduate and also his opinion concerning his former high school curriculum. The surveying instrument was sent to 246 graduates, and Johnson received a return of 80 for a 33 1/3 percent return.

At the time his survey was conducted, it was discovered that 86.25 percent of the graduates surveyed went on for some type of advanced training or schooling. Of this amount 44.8 percent had completed one year of college, 12.5 percent had completed the second year of college,

3.8 percent had completed the third year of college, 8.8 percent had completed four years of college, and 8.8 percent were attending graduate school. In addition, a total of 25 percent had received training at trade, business, military, adult education, and nursing schools. (7:19)

Concerning the various occupational areas in which their graduates were employed the survey revealed that 28 of the 80 were still attending institutions of higher learning. Thirteen of the girls classified themselves as housewives. Eleven of the boys were serving in the armed forces. Seven girls were working as secretaries, and five graduates had entered the teaching profession. Two graduates were unemployed, and the remaining graduates were employed in fourteen different occupations. (7:18)

After analyzing his data Johnson concluded that:

1. Most of the graduates felt that the high school adequately prepared them for post-high school endeavors.
2. A majority of the graduates are continuing their education after high school.
3. The English Curriculum Committee should consider the graduates' comments in evaluating courses.
4. The History Department should consider doing a curriculum study taking into consideration the comments of the graduates.
5. The administration should study the possibility of expanding the curriculum to include some courses suggested by the graduates.
6. The counseling and guidance services offered in the high school should be evaluated by the Guidance Committee. (7:30)

McLean's follow-up study of all of the 1957-61 graduates of Plentywood High School was made to determine how effective that high school's instructional program, guidance services, and extra curricular activities were in meeting the needs of its graduates. He used a questionnaire to ascertain the opinions of these graduates as to the value of their high school experiences. Of the 161 graduates surveyed, 61 percent responded.

The various occupations in which the responding graduates were employed consisted of fifteen different areas. The vocations and approximate percentages employed in each were as follows: students 41 percent, housewives 15 percent, military services 13 percent, secretaries 5 percent, service station attendants 4 percent, sales clerks 3 percent, shipping clerks 3 percent, laborers 3 percent, farmers 3 percent, teachers 3 percent, beauticians 2 percent, bookkeeper 1 percent, nurses 1 percent, elevator managers 1 percent, and receptionists 1 percent. Of this amount, 62.6 percent had furthered their education in some way.

From the results of this study, McLean concluded that improved vocational and educational guidance programs should be provided, the opinions of the graduates should be considered when evaluating the curriculum, the curriculum should be subject to continuing study, and a variety of extra-curricular activities should be provided for all students. (10:26-27)

In 1963 Sailer conducted a follow-up study of seventy-four of the 1962 graduates of South Heart High School in South Heart, North Dakota.

His purpose and procedure for conducting the study were similar to that of Johnson's and McLean's. After reviewing related research, receiving a 56.7 percent return, and analyzing the data obtained, he concluded the following:

1. Follow-up studies of graduates are conducted to obtain a basis for curriculum revision by determining what changes in the high school curriculum are advocated by graduates.
2. The graduates of South Heart High School had received inadequate educational and vocational guidance.
3. The instructional program offered at that high school should be reviewed periodically to determine whether the needs of the students are being met.
4. A wider range of extra-curricular activities, to accommodate a larger portion of the student body, should be available. (13:30)

Factual Information Follow-Up Studies

Under the auspices of Oregon's State Division of Vocational Education and in cooperation with the Oregon Association of Secondary School Principals, Glen Weaver and Willard Bear conducted in 1957 a state wide follow-up survey of Oregon's 1954 high school graduates. The basic intent of this investigation was to determine just what the graduates were doing educationally and occupationally 3.5 years after graduation. The questionnaire that was used to obtain information solicited facts rather than opinion from the graduates. This surveying instrument was designed

so that the information requested could be supplied by a member of the student's family, a friend of the graduate, or the graduate himself. Of the 13,266 graduates, 84 percent returned the questionnaire.

After tabulating the returned information, it was found that 37 percent of the graduates had entered a four-year college or university. An additional 12 percent "had attended or were attending non-degree granting institutions such as business, vocational, and technical schools." (17:71) Forty-two percent of the graduates had completed or were in the process of completing their military service obligation. Of all the graduates who returned questionnaires, 64 percent were employed. Approximately one-third of these were fulltime housewives and another one-fifth were employed in some type of clerical work.

The conclusions which the researchers made from their study are stated as follows:

1. The findings confirmed results of other studies showing that approximately 37 percent of Oregon high school graduates enter degree granting institutions.
2. The fact that about one-half of Oregon high school graduates are not presently entering degree or non-degree programs of advanced learning vividly points up the need for strong secondary school programs of terminal nature and a need to provide additional opportunities for non-professional or non-degree programs.
3. Results of the study point up the need for maintaining a balanced curriculum which will serve the needs of youth entering many different walks of life. Of the 37 percent who had entered college or university, more than half had dropped out.

4. The fact that 48 percent of the "job" group were located outside the county in which they had graduated raises a serious question concerning the often heard contention that curriculum should be keyed closely to local life and employment opportunities. (17:72)

Shaw surveyed all of the 1963 high school graduates of the New York city schools regarding their post high school educational and employment patterns. He found that in the area of continued schooling 71.9 percent of the boys went on to school, whereas only 51.9 percent of the girls continued their education. Regarding this difference he stated, "Throughout the country, women are more likely to complete their high school education than men. Beyond the 12th grade, however, girls are not as apt to go on to higher education as boys of equal ability." (14:34) He justified this statement by quoting Robert J. Havighurst who said, "The much smaller attendance of women in college is related to the difference between male and female in American society. The feminine role is primarily that of wife and mother...Consequently, women drop out of the educational system more rapidly than men." (14:34)

In regard to the full-time employment patterns, they found that the boys and girls combined entered these positions:

- 3.3 percent entered managerial, semi-professional, and technical jobs
- 84.1 percent entered clerical and related callings
- 2.7 percent entered sales and merchandizing
- 2.0 percent entered service type jobs
- 2.9 percent entered mechanical jobs
- 7.7 percent entered production, construction, and material handling
- 0.6 percent entered delivery service
- 0.7 percent miscellaneous positions (14:45)

In comparison the major difference between the data that he obtained and the national average was found in the clerical occupations. This, however, was understandable since New York City is one of the largest commercial centers in the world and clerical positions are in abundance.

The purpose of Krueger and Langan's study was to evaluate the curriculum at one northern Illinois high school in light of the post high school activities of all the 1955 graduates. The researchers used a questionnaire and personal interviews to gather their data from the 155 subjects who were surveyed. The investigation was continued until all graduates responded, so that they received a 100 percent return. The answers to the questionnaire were tabulated and the percentage in each area was computed.

The study found that approximately 45 percent of the graduates were in advanced education, 43 percent were working, 6 percent were in the armed services, 4 percent were unemployed, and about 1 percent were engaged in farming.

Of those who went on to school, 78 percent were attending colleges and universities, 15 percent were in nurses training, 4 percent had enrolled in business colleges, and 1 percent were in technical schools. Regarding the types of jobs the graduates entered, 7 percent were employed in professional, technical, and managerial positions, 58 percent were engaged in clerical and sales jobs, 5 percent had service positions, 5 percent entered agriculture, marine, and forestry, 7 percent entered the mechanical line of work, and 18 percent had manual jobs.

From the findings of their study the researchers made several curricular implications which were (1) neither vocational training nor college preparatory training should be neglected at the involved school; (2) a freshman college level course would be practical for giving the large number of college bound students a sample of the rigors of this level of study; (3) a modern and well-rounded commercial department was probably advisable; (4) special cocurricular or extracurricular activities should be provided which would give those girls (15 percent) going into nursing and those boys (13 percent) going into the armed services experiences in these areas; (5) a group guidance course in occupational information is advisable since 43 percent of the graduates took jobs immediately after graduation; and (6) a re-evaluation of the extensive agricultural curriculum appeared justifiable since only 1 percent of the graduates entered this field. (9:483)

The basic purpose of Snapp's follow-up study was to determine the vocational and educational pursuits of the June 1959 graduates of the Evansville, Indiana high schools. His sample consisted of 694 boys and 713 girls who had graduated from high school four to five months before the survey was administered. The study was conducted in each of the high schools during September and October 1959 by the respective guidance counselors. After the data was obtained, the results were compiled in the office of pupil personnel.

The investigation found the following percentage of graduates engaged in the areas mentioned:

1. Institutions of higher learning - 36.9 percent
2. Business - 16.4 percent
3. Industrial and service - 15.0 percent
4. Military service - 8.9 percent
5. Unemployed, moved, and so forth - 17.0 percent
6. Housewives not gainfully employed - 5.8 percent
(15:204)

Snepp made the following general conclusions: (1) More of the capable students should be encouraged to attend college; (2) An examination of the curricular offerings and guidance services should be made in light of the needs and abilities of the students served; (3) Since only 31.4 percent of the graduates were locally employed, the local businessmen and industry were unable to provide adequate job opportunities; and (4) the schools should become concerned about the rising dropout rate. (15:205)

Summary

A review of related research revealed that a genuine attempt should be made by educators to provide equal educational opportunities for all public school children. The curriculum which encompasses such opportunities should meet the varying needs, interests, and capacities of the students. One way of evaluating the effectiveness of the curriculum in meeting the needs of the students is to conduct follow-up studies of the vocational and educational pursuits of the graduates.

There were two types of follow-up surveys reviewed. The first type obtained opinions and factual information from the graduates, whereas the second type solicited only factual information from those surveyed.

Consistently found conclusions in the three studies of the first type were: (1) improved vocational and educational guidance services should be provided in the schools surveyed, (2) opinions of graduates should be considered when curriculum evaluations are being made, (3) a greater variety of extra-curricular activities should be made available to the students, and (4) periodic follow-up studies and curriculum evaluations should be performed.

The similar conclusions of the studies which obtained factual information are as follows: (1) a balanced curriculum should be provided because of the variety of occupations which the graduates enter, and (2) approximately one-half of the graduates did not enter college, which points out the need for secondary school programs of a terminal nature.

CHAPTER III

METHODS

Between September, 1968 and April, 1969, the data for this study was gathered by surveying a random sampling of one-third of the 1962-64 graduates of Bozeman Senior High School. To insure that the sampling was representative of the three classes, each graduate in each class was consecutively assigned one number between 01 and the total number of students in each class. The sample that was used was then selected randomly from Kendall and Smith's Table of Random Numbers (12:381). In the class of 1962 there were 171 graduates and 57 were selected for the survey. Similarly, 53 of the 159 graduates of 1963 and 69 out of 207 graduates of 1964 were selected as representative samples. Overall, there were 537 graduates in the three classes, and 179 were randomly selected for the study.

After selecting the samples from each of the three classes, the addresses and telephone numbers of the subjects' parents were obtained by checking the graduates' permanent records which are on file at Bozeman Senior High School. Either the subject or his parents were contacted by telephone regarding the completion of the questionnaire. Since the questionnaire was of a general information nature, either the parent or subject was equally capable of completing it objectively during the conversation. The fact that the parent was capable of completing the

surveying instrument proved beneficial since many of the graduates were residing in other towns and in other states.

The questionnaire which was used for the survey was designed after administering a similar questionnaire in "rough draft" form to a graduate class of forty students at Montana State University. Corrections which improved the clarity of the questionnaire were made after it was evaluated by that class. The final questionnaire was designed to solicit facts rather than opinions. The type of information collected includes the number and percentage of students who:

1. Received advanced formalized training
2. Received no further advanced formalized training
3. Received college training
4. Are working on college degrees
5. Received college degrees
6. Did not graduate from college
7. Dropped out of college
8. Dropped out of college and entered vocational schools
9. Received vocational school training
10. Dropped out of vocational schools
11. Graduated from vocational schools
12. Entered various occupations
13. Married

A copy of the questionnaire that was used is shown in the Appendix.

After completing the survey, the results were tabulated to indicate the number and percentage of graduates in each of the aforementioned areas.

Summary

A questionnaire was prepared by the writer to survey one-third of the 1962, 1963, and 1964 graduates of Bozeman Senior High School. The sample consisted of 179 randomly selected graduates who were either contacted or whose parents were contacted by telephone regarding the completion of the surveying instrument. The results of the study were tabulated to indicate the number and percentage of graduates who pursued various occupations and the number and percentage of graduates who undertook advanced formalized training.

CHAPTER IV

RESULTS OF STUDY

In order to determine the occupational and educational pursuits of the 1962-64 graduates of Bozeman Senior High School, 179 out of 537 total graduates were randomly selected to complete a designed questionnaire. Out of the 179 selected graduates, 145 of the graduates or their parents were contacted regarding the completion of the surveying instrument. As a result, the total number interviewed was approximately 81 percent of the selected graduates. See Table I for the specific tabulation.

TABLE I. NUMBER OF GRADUATES AT BOZEMAN SENIOR HIGH SCHOOL FOR 1962, 1963, AND 1964; NUMBER SURVEYED; AND PERCENTAGE OF ANSWERED QUESTIONNAIRES

GRADUATED CLASS OF:	TOTAL GRADUATES	SAMPLE SURVEYED 1/3 OF CLASS	TOTAL ANSWERED	PERCENT ANSWERED
1962	171	57	44	77.1%
1963	159	53	40	75.4%
1964	207	69	61	88.4%
TOTALS	537	179	145	81.0%

Sample Graduates Attempting Advanced Formalized Training. The survey revealed that a high majority of the sample graduates pursued advanced formalized training of some type. Overall, there were 112 graduates or 77.2 percent of the total sample that enrolled in schools

for further training. By comparison, the boys had an 85.8 percent enrollment and the girls enrolled at the average rate of 70.1 percent. Regarding the total sample, it was found that 22.8 percent of the graduates did not attempt any advanced formalized training. Table II illustrates the boy, girl, and combined tabulations for each year.

TABLE II. NUMBER AND PERCENTAGE OF SAMPLE GRADUATES ATTEMPTING ADVANCED FORMALIZED TRAINING

BOYS	ADVANCED TRAINING	% OF CLASS	NO ADVANCED TRAINING	% OF CLASS	TOTAL IN CLASS
1962	20	83.4%	4	16.6%	24
1963	20	90.9%	2	9.1%	22
1964	25	78.1%	7	21.9%	32
TOTALS	65	85.8%	13	14.2%	78
<u>GIRLS</u>					
1962	15	75.0%	5	25.0%	20
1963	12	66.6%	6	33.3%	18
1964	20	68.9%	9	31.1%	29
TOTALS	47	70.1%	20	29.9%	67
<u>BOYS & GIRLS</u>					
1962	35	79.5%	9	20.5%	44
1963	32	80.0%	8	20.0%	40
1964	45	73.7%	16	26.3%	61
TOTALS	112	77.2%	33	22.8%	145

Type of Advanced Formalized Training Initially Attempted. The study disclosed that 95.5 percent of the sample graduates who undertook advanced schooling enrolled initially in colleges. The other 4.5 percent

decided to pursue additional training in vocational schools. The overall percentage (96.9 percent and 93.6 percent respectively) of the boys and girls enrolling in college was very similar. Table III discloses further the number and percentage of graduates in each area.

TABLE III. TYPE OF ADVANCED FORMALIZED TRAINING INITIALLY ATTEMPTED BY SAMPLE GRADUATES

BOYS	COLLEGE TRAINING	% OF ADVANCED TRAINING	VOCATIONAL TRAINING	% OF ADVANCED TRAINING	TOTAL ADVANCED TRAINING
1962	18	90.0%	2	10.0%	20
1963	20	100.0%	0	0.0%	20
1964	25	100.0%	0	0.0%	25
TOTAL BOYS	63	96.9%	2	3.1%	65
<u>GIRLS</u>					
1962	13	86.6%	2	13.4%	15
1963	12	100.0%	0	0.0%	12
1964	19	95.0%	1	5.0%	20
TOTAL GIRLS	44	93.6%	3	6.4%	47
<u>BOYS & GIRLS</u>					
1962	31	88.5%	4	11.5%	35
1963	32	100.0%	0	0.0%	32
1964	44	97.7%	1	2.3%	45
TOTAL BOYS & GIRLS	107	95.5%	5	4.5%	112

Sample Graduates Who Enrolled and Graduated from College. Table IV illustrates for each class the number and percentage of boys and girls

who enrolled and graduated from college. In addition, it can be seen that 42.9 percent of the total enrollees graduated from college.

TABLE IV. NUMBER AND PERCENTAGE OF SAMPLE GRADUATES ENROLLING AND GRADUATING FROM COLLEGE WITH AN UNDERGRADUATE DEGREE

CLASS	ENROLLING	GRADUATING	PERCENT GRADUATING
<u>BOYS</u>			
1962	18	12	66.0%
1963	20	9	45.0%
1964	25	9	36.0%
TOTAL	63	30	47.6%
<u>GIRLS</u>			
1962	13	6	46.1%
1963	12	5	41.6%
1964	19	5	26.3%
TOTAL	44	16	36.3%
TOTAL BOYS & GIRLS	107	46	42.9%

Sample Graduates Enrolled in College. During the course of surveying the sample graduates, it was found that a fairly high percentage of the college enrollees were still working on either an undergraduate or graduate degree. As can be seen by Table V, there was a distinct difference in the percentage of boys in undergraduate and graduate school as compared with the percentage of girls. When combining the boy and girl totals, it was found that 16.8 percent of the college enrollees were still working on bachelor degrees while 7.4 percent were pursuing advanced college degrees.

TABLE V. NUMBER AND PERCENTAGE OF SAMPLE GRADUATES WORKING ON UNDERGRADUATE AND GRADUATE PROGRAMS

CLASS	NUMBER OF COLLEGE ENROLLEES	UNDER-GRADUATE PROGRAMS	PERCENT OF ENROLLEES	GRADUATE PROGRAMS	PERCENT OF ENROLLEES
<u>BOYS</u>					
1962	18	1	5.5%	3	16.6%
1963	20	3	15.0%	3	15.0%
1964	25	10	40.0%	2	8.0%
TOTAL	63	14	22.2%	8	12.6%
<u>GIRLS</u>					
1962	13	0	0.0%	0	0.0%
1963	12	0	0.0%	0	0.0%
1964	19	4	21.0%	0	0.0%
TOTAL BOYS & GIRLS	107	18	16.8%	8	7.4%

College Dropouts. Overall, 40.1 percent of the sample graduates who enrolled in college discontinued their college education by the time this study was conducted. This combined percentage of 40.1 percent does not reveal the distinct difference in the percentage of boy and girl dropouts. The study revealed that over half (54.5 percent) of the girls did not graduate from college and that less than one-third (30.1 percent) of the boys fell into the same category. The survey also disclosed that approximately 81 percent (35 out of 44) of the total dropouts discontinued their college training during their first two years of college. See Table VI for the detailed tabulations regarding college dropouts.

TABLE VI. NUMBER AND PERCENTAGE OF SAMPLE GRADUATES WHO DISCONTINUED THEIR COLLEGE EDUCATION AND THE YEAR THAT THEY DROPPED OUT

CLASS	FRESHMAN YEAR DROPOUTS	SOPHOMORE YEAR DROPOUTS	JUNIOR YEAR DROPOUTS	SENIOR YEAR DROPOUTS	TOTAL DROPOUTS	TOTAL COLLEGE ENROLLEES
<u>BOYS</u>						
1962	2	2	1	0	5	18
1963	5	1	2	0	8	20
1964	5	0	1	0	6	25
TOTAL	12	3	4	0	19	63
PERCENT OF ENROLLED	19.0%	4.7%	6.3%	0%	30.1%	
<u>GIRLS</u>						
1962	4	3	0	0	7	13
1963	3	2	1	1	7	12
1964	4	4	1	1	10	19
TOTAL	11	9	2	2	24	44
PERCENT OF ENROLLED	25.0%	20.4%	4.5%	4.5%	54.5%	
TOTAL BOYS & GIRLS	23	12	6	2	43	107
PERCENT OF ENROLLED	21.4%	11.2%	5.6%	1.8%	40.1%	

College Dropouts Enrolling in Vocational Schools. Approximately 21 percent of the sample graduates who dropped out of college enrolled in vocational schools. As Table VII indicates, there was almost an identical percentage of boy and girl enrollees in vocational institutions.

The boys attempted vocational training at the average rate of 21.0 percent and the girls at 20.8 percent.

TABLE VII. NUMBER OF COLLEGE DROPOUTS AND THE NUMBER AND PERCENT OF COLLEGE DROPOUTS WHO ENROLLED IN VOCATIONAL SCHOOLS

CLASS	TOTAL COLLEGE DROPOUTS	DROPOUTS ENROLLING IN VOCATIONAL SCHOOLS	PERCENT OF DROPOUTS ENROLLING
<u>BOYS</u>			
1962	5	1	20.0%
1963	8	2	25.0%
1964	6	1	16.6%
TOTAL	19	4	21.0%
<u>GIRLS</u>			
1962	7	3	42.8%
1963	7	2	28.5%
1964	10	0	0.0%
TOTAL	24	5	20.8%
TOTAL BOYS & GIRLS	43	9	20.9%

Vocational School Enrollees, Dropouts, and Graduates. As was formerly mentioned, 4.5 percent of the sample graduates who continued their formalized training pursued vocational schooling. This percentage, however, was increased by the 9 college dropouts who enrolled in vocational schools. As a result, there were, in the final analysis, 14 sample

graduates out of 112 (12.5 percent) who either initially or eventually undertook training in vocational schools.

Table VIII illustrates the number of sample graduates who enroll, dropout, and graduate from vocational schools. In addition, the table indicates the percentage of enrollees who graduated. This latter statistic of 78.5 percent is quite interesting even though there were a relatively low number of enrollees.

TABLE VIII. NUMBER OF SAMPLE GRADUATES WHO ENROLL, DROPOUT, AND GRADUATE FROM VOCATIONAL SCHOOLS; AND PERCENT OF ENROLLEES WHO GRADUATE

CLASS	ENROLLEES	DROPOUTS	GRADUATES	PERCENT OF ENROLLEES GRADUATING
<u>BOYS</u>				
1962	3	1	2	66.6%
1963	2	0	2	100.0%
1964	1	1	0	0.0%
TOTAL	6	2	4	66.6%
<u>GIRLS</u>				
1962	5	0	5	100.0%
1963	2	0	2	100.0%
1964	1	1	0	0.0%
TOTAL	8	1	7	87.5%
TOTAL BOYS & GIRLS	14	3	11	78.5%

Sample Graduates Who Married. It is interesting to note the distinct difference in the percentage of girl graduates who were married

in comparison to the percentage of boy graduates. At the time the survey was conducted, 77.6 percent of the girl graduates were married, while only 39.7 percent of the boys had married. See Table IX for the particular tabulations in each class.

TABLE IX. NUMBER AND PERCENTAGE OF SAMPLE GRADUATES WHO MARRIED

CLASS	MARRIED	% IN CLASS	NOT MARRIED	% IN CLASS	TOTAL IN CLASS
<u>BOYS</u>					
1962	10	41.6%	14	58.4%	24
1963	7	31.8%	15	68.2%	22
1964	14	43.7%	18	56.3%	32
TOTAL	31	39.7%	47	60.3%	78
<u>GIRLS</u>					
1962	17	85.0%	3	15.0%	20
1963	14	77.7%	4	22.3%	18
1964	21	72.4%	8	27.6%	29
TOTAL	52	77.6%	15	22.4%	67
<u>BOYS & GIRLS</u>					
1962	27	61.3%	17	38.7%	44
1963	21	52.5%	19	47.5%	40
1964	35	57.3%	26	42.7%	61
TOTAL	83	57.2%	62	42.8%	145

Sample Graduates in Various Occupations. In analyzing the data regarding the number and percentage of sample graduates in various occupations, the writer found that the majority of the graduates were involved in five basic areas. The occupation and percentage in each of

these areas are listed in rank order as follows: student-17.9 percent, housewife-17.9 percent, professional and technical-13.7 percent, armed forces-13.1 percent, and clerical workers-11.1 percent. It should be pointed out that the category, "housewife-17.9 percent," consisted of 26 girl graduates who were "full-time" housewives. There were, however, 26 other girl graduates who were housewives but who were also employed in other occupations.

The rest of the sample graduates were employed in eight other areas. Those occupations and the percentages in each are listed in rank order as follows: service workers-6.8 percent, craftsman-5.5 percent, non-farm laborers-3.4%, farmers and farm managers-2.7 percent, sales workers-2.2 percent, managers and proprietors-2.2 percent, operatives-1.4 percent, and farm laborers-0.6 percent. In addition, 1.4 percent of the sample graduates were deceased. See Table X for the exact number and percentage of boy and girl graduates in each occupation.

TABLE X. NUMBER AND PERCENTAGE OF SAMPLE GRADUATES IN VARIOUS OCCUPATIONS

OCCUPA- TIONS	-----GIRLS-----				-----BOYS-----				TOTALS	PERCENT
	1962	1963	1964	TOTAL	1962	1963	1964	TOTAL	BOYS & GIRLS	BOYS & GIRLS
PROF. & TECH.	6	4	4	14	1	2	3	6	20	13.7%
MGRS. & PROPRI- ETORS	0	0	1	1	0	1	1	2	3	2.2%
CLERICAL WORKERS	6	3	7	16	0	0	0	0	16	11.1%
SALES WORKERS	0	1	1	2	0	1	0	1	3	2.2%
CRAFTS- MEN	0	0	0	0	1	3	4	8	8	5.5%
OPERA- TIVES	0	0	0	0	0	1	1	2	2	1.4%
NON-FARM LABORERS	0	0	0	0	1	1	3	5	5	3.4%
FARMERS & FARM MGRS.	0	0	0	0	3	1	0	4	4	2.7%
FARM LABORERS	0	0	0	0	0	0	1	1	1	.6%
SERVICE WORKERS	1	0	2	3	5	2	0	7	10	6.8%
ARMED FORCES	0	0	0	0	8	4	7	19	19	13.1%
NON- WORKING HOUSE- WIFE	7	10	9	26	0	0	0	0	26	17.9%
STUDENT	0	0	4	4	4	6	12	22	26	17.9%
DECEASED	0	0	1	1	1	0	0	1	2	1.4%
TOTAL SAMPLE EACH CLASS	20	18	29	67	24	22	32	78	145	

When considering the occupational areas listed in Table X and excluding those graduates who are deceased, it can be seen that nine of the areas do not require, for the most part, college degrees in order to enter those fields. Those nine areas are clerical workers, sales workers, craftsman, operatives, non-farm laborers, farmers and farm managers, farm laborers, service workers, and housewives. The sample graduates who entered these areas comprise 51.7 percent of the total graduates surveyed. The remaining 48.2 percent of the sample graduates were in the following four areas: professional and technical, managers and proprietors, armed forces, and student.

College Graduates Vs. Non-College Graduates. The results of the survey revealed that a total of 55.7 percent of the sample graduates had either terminated their college training, received no further formalized training, or received just vocational training. In comparison, 31.7 percent of the sample graduates had received bachelor degrees from college. At the time of the survey, 12.4 percent of the sample were still working on their undergraduate degree. Table XI reveals the number and percent of the sample graduates in each category.

TABLE XI. NUMBER AND PERCENT OF SAMPLE GRADUATES WHO HAD GRADUATED FROM COLLEGE WHO WERE WORKING ON A BACHELORS DEGREE, AND WHO DID NOT GRADUATE FROM COLLEGE

DISPOSITION OF SAMPLE GRADUATES	NUMBER	PERCENTAGE OF SAMPLE GRADUATES (145)
COLLEGE DROPOUTS-----	43-----	29.6%
GRADUATES WITH NO FORMALIZED TRAINING-----	33-----	22.7%
GRADUATES WITH JUST VOCATIONAL TRAINING-----	5-----	3.4%
TOTAL NOT GRADUATING FROM COLLEGE-----	81-----	55.7%
COLLEGE GRADUATES-----	46-----	31.7%
GRADUATES WORKING ON BACHELORS DEGREE-----	18-----	12.4%
TOTAL COLLEGE GRADUATES AND POTENTIAL GRADUATES-----	64-----	44.1%

Summary

The writer received an 81 percent response of the 179 selected graduates who were chosen to complete a questionnaire regarding post-high school educational and vocational pursuits.

The research revealed that 77.2 percent of the sample graduates attempted advanced formalized training. The remaining 22.8 percent elected to discontinue their formalized education after graduating from Bozeman Senior High School.

Of those sample graduates who continued their advanced formalized training, it was found that 95.5 percent enrolled in colleges and 4.5 percent enrolled in vocational schools.

The study indicated that 42.9 percent of the surveyed graduates who attempted college training graduated with a bachelors degree.

While the survey was being conducted, the data disclosed that 16.8 percent of the original college enrollees were still working on an undergraduate degree. In addition, 7.4 percent of these enrollees were in graduate schools.

It was found that 81 percent of the sample graduates who discontinued their college education did so by the end of their second year. Overall, there was a 40.1 percent dropout rate for all college enrollees.

The survey revealed that 20.9 percent of the college dropouts enrolled in vocational schools after discontinuing their college education.

Even though there was a relatively small number (14) of vocational school enrollees, it was discovered that 78.5 percent of these graduated from the school at which they entered.

Regarding the number of sample graduates who married, the investigation uncovered that a comparatively small percentage (39.7 percent) of the boys had married. On the other hand, 77.6 percent of the girl graduates were married at the time the survey was performed.

When evaluating the number and percentage of sample graduates in various occupations, the researcher found that 73.8 percent of the graduates entered five primary areas which are student, housewife, professional and technical, armed forces, and clerical workers. The remaining percentage (26.2 percent) were in the following nine areas: service workers, craftsman, non-farm laborers, farmers and farm managers, sales workers, managers and proprietors, operatives, farm laborers, and deceased. The researcher also found, when analyzing the data further, that 51.7 percent of the sample graduates were in occupational areas which did not require, for the most part, college degrees in order to enter those areas. These areas include clerical workers, sales workers, craftsman, operatives, non-farm laborers, farmers and farm managers, farm laborers, service workers, and housewives. The remaining 48.2 percent of the sample graduates entered four other fields which are professional and technical, managers and proprietors, armed forces, and student.

The results of the study revealed that 55.7 percent of the sample graduates did not graduate from college because they had either dropped out of college, never enrolled in college, or had enrolled in vocational schools. On the other hand, 31.7 percent of the sample graduates had already graduated from college. The remaining 12.4 percent were still working on their bachelors degree.

CHAPTER V

SUMMARY, CONCLUSIONS, SUBJECTIVE ANALYSIS OF SELECTED CONCLUSIONS, AND RECOMMENDATIONS

Summary

One method of partially determining the effectiveness of the secondary educational process is to evaluate the school's curriculum in light of its graduates' post high school pursuits. Consequently, periodic follow-up studies of the graduates should be conducted to gather the data which is necessary to make such evaluations. The purpose of this study was to determine the occupational and educational endeavors of one-third of the 1962, 1963, and 1964 graduates of Bozeman Senior High School.

A questionnaire was used to survey the selected sample. Of the surveyed graduates, 81 percent were contacted by telephone regarding the completion of the questionnaire. The results were tabulated to indicate the number and percentage of graduates in each of the areas investigated.

A review of related research was made to determine the purposes, procedures, and findings of other follow-up studies of a comparable nature. The research found the following conclusions to be fairly consistent within studies reviewed: (1) improved vocational and educational guidance services should be provided, (2) opinions of graduates should be considered when curriculum evaluations are being made, (3) a greater variety of extracurricular activities should be made available, (4) periodic follow-up studies and curriculum evaluations should be performed, (5) a balanced curriculum should be provided because of the

variety of occupations entered by the graduates, and (6) a large percentage of high school graduates do not graduate from college.

From the results of this study, the writer has drawn the conclusions listed below.

Conclusions

The following conclusions are based upon the responses obtained from the 145 sample graduates or from their parents:

1. A high majority of the graduates (77.2 percent) continued their education after high school. On the other hand, 22.8 percent discontinued their formalized education.

2. Initially, 95.5 percent of the graduates who continued their formalized education enrolled in colleges. In contrast, only 4.5 percent entered vocational schools.

3. Nearly 43 percent of the graduates who enrolled in college graduated with a bachelors degree.

4. At the time of the survey, 16.8 percent of the original college enrollees were still working on undergraduate degrees. In addition, 7.4 percent were working on advanced college degrees.

5. The majority of the college dropouts (81 percent) discontinued their college training within the first two years of college. There was an overall dropout rate of 40.1 percent for all college enrollees.

6. Of the college dropouts, 20.9 percent entered vocational schools.

7. The majority of vocational school enrollees (78.5 percent) graduated from vocational schools.

8. A relatively low percentage (39.7 percent) of the boy graduates were married, and a fairly high percentage (77.6 percent) of the girl graduates were married.

9. Student, housewife, professional and technical, armed forces, and clerical were the basic occupational areas in which 73.8 percent of the graduates entered. The other 26.1 percent entered the following fields: service workers, craftsman, non-farm laborers, farmers and farm managers, sales workers, managers and proprietors, operatives, and farm laborers.

10. Over half (51.7 percent) of the graduates were employed in occupational areas which did not, for the most part, require college degrees in order to enter those areas.

11. Overall, 55.7 percent of the graduates had not graduated from college because they had dropped out, never entered, or had entered vocational schools.

12. Of the total graduates, 12.4 percent were still working on a bachelors degree.

13. At the time of the survey, 31.7 percent of the sample graduates had graduated from college.

Subjective Analysis of Selected Conclusions

Subjective Analysis One. In the conclusion numbered two, it is interesting to note what appears to be an unusually large contrast between the initial enrollments of the sample graduates in colleges and in vocational schools. The graduates enrolled in colleges at the exceedingly high rate of 95.5 percent and in the vocational schools at the surprisingly low rate of 4.5 percent. What accounts for this wide discrepancy in enrollment rates? There are undoubtedly many factors which influence these enrollment figures. One possible cause might be that some of the college enrollees had inappropriately decided to go to college when they possibly should have enrolled in a vocational or trade school. This analysis appears to be somewhat justified in light of conclusions numbered 5, 6, and 7. In conclusion number 5, it can be seen that 40.1 percent of all college enrollees discontinued their college education, and the majority of these students (81 percent) dropped out during their first two years. There are many reasons why students drop out of college, which includes those students who plan to complete their military obligation and then return to college; however, in conclusion number 6 it was pointed out that 20.9 percent of the dropouts enrolled in vocational schools. This fact appears to add strength to the writer's former suggestion which is, "some of the college enrollees had inappropriately decided to go to college when they possibly should have enrolled in a vocational or trade school." As can be seen in conclusion number 7, a very high percentage (78.5 percent) of vocational school enrollees graduated from the school

at which they enrolled. If the percent graduating is any indication of an appropriate enrollment, than those graduates who enrolled in the vocational schools made the right decision. This includes the college dropouts who had formerly made an "inappropriate" decision to go to college. Quite possibly, better vocational and educational guidance on the high school level would help the students make decisions regarding the type of advanced formalized training they undertake which would be more appropriate for them in light of their aptitudes, abilities, and interests.

Subjective Analysis Two. The results of this study are somewhat skewed in light of the following:

1. In conclusion number 4, it is stated that 16.8 percent of the original college enrollees were still working on undergraduate degrees. The eventual disposition of these enrollees will change the percentage of one or more of the following: college graduates; college dropouts; vocational school enrollees, dropouts, and graduates; and entered occupation.

2. Any number of the sample graduates could at any time decide to change their occupation, to pursue advanced formalized training, or to get married or divorced. These decisions would change the percentages of any number of the areas surveyed.

Subjective Analysis Three. In light of conclusion number 8, it can be seen that 77.6 percent of the girl graduates were married at the time the survey was conducted. With such a high percentage of the girls entering the responsible relationship of matrimony within 5, 6, and 7

years of high school graduation, it is the opinion of the writer that the girl students should be provided with appropriate educational experiences which would help them meet the ever changing demands of being responsible and competent housewives.

Subjective Analysis Four. It is the opinion of the writer that conclusions 10, 11, 12, and 13 have in some part direct implications for curriculum emphasis on the high school level. It can be seen in conclusion number 10 that approximately 52 percent of the sample graduates were employed in occupational areas which did not require college degrees in order to enter those areas. In conclusion number 11, 55.7 percent of the sample graduates did not graduate from college because they had either dropped out, never entered, or had entered vocational schools. Conclusion number 12 states that 12.4 percent of the sample graduates were still working on their bachelors degree, which in essence means that they are either potential college graduates or potential college dropouts. On the other hand, conclusion number 13 points out that 31.7 percent of the sample graduates had already graduated from college. In the final analysis and for all practical purposes (regarding high school curriculum emphasis), one-half of the sample graduates will not graduate from college and one-half will not enter occupations requiring college degrees. On the other hand, it is possible for approximately one-half of the sample graduates to graduate from college and to enter fields requiring college degrees. Therefore, it is the opinion of the

writer that the high school curriculum should be designed to emphasize both college preparatory courses and vocational courses.

Recommendations

The writer makes the following recommendations which are based upon the subjective analyses of selected conclusions:

1. Based upon Subjective Analysis One, the Guidance Department at Bozeman Senior High School should evaluate their vocational and educational guidance services to determine if a proportionate amount of time and energy is being devoted to both the college bound and non-college bound students.

2. Based upon Subjective Analysis Two, further follow-up studies should be made of the sample graduates in order to determine their future occupational and educational dispositions which would change the results of this study.

3. Based upon Subjective Analysis Three, follow-up studies of the girl graduates should be performed to determine if their educational experiences in high school were beneficial in meeting the ever changing demands of being responsible and competent housewives.

4. Based upon Subjective Analysis Four, continued efforts at Bozeman Senior High School should be made to insure that the curriculum is designed to place, within the financial limitations of the district, an emphasis on both college preparatory courses and vocational courses.

APPENDIX

QUESTIONNAIRE
For
1962, 1963, & 1964 Graduates of
Bozeman Senior High School

1. Year Graduated from Bozeman Senior High School _____
2. Are you married? _____
3. What is your present occupation? (Housewife, student, & military service are considered occupations.) _____
4. What is your main duty in this type of work? _____
5. Have you had any schooling or training since you graduated from high school?

Yes _____ No _____

If answer to question 5 was "yes"
complete the following questions
that apply.

Trade or Vocational School Training

1. Name of trade or vocational school you attended _____
2. How many months did you go to this school? _____
3. Did you graduate from this school? Yes _____ No _____
4. What were you trained to do? _____

College or University

1. Name of college or university you attended _____
 2. How many semesters or quarters did you attend? Sem. _____ Qtr. _____
 3. Did you graduate from this school? Yes _____ No _____
 4. What type of degree did you receive? _____
 5. Name of major field of study _____
 6. Name of minor field of study _____
 7. What did you do after graduating or dropping out from this college _____
-

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